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ABSTRACT

Cooperative education is an educational method that offers many opportunities and benefits to students, employers, and higher educational institutions. Higher education has traditionally resisted marketing in any form. This has largely been the result of the traditional, narrow promotional concept of marketing. In contrast to this view, marketing may be viewed as a central activity of modern institutions that grows out of their quest to serve some area of human need effectively, an activity that is essential to their continued survival and success. As it applies to higher educational institutions, marketing may be defined as gathering and assessing information on customer needs and planning and executing activities designed to bring about an awareness of program and service offerings. Many analysts see a sink or swim case for marketing college and university cooperative education programs. Those responsible for marketing cooperative education programs must realize that these programs have a variety of internal and external publics that need to be served, i.e., students, faculty, administrators, employers, potential students, and parents. Each of these publics must be kept in mind when analyzing product life cycles, doing market research, formulating a marketing strategy, and developing and evaluating a marketing plan. (Appended are examples of the National Commission for Cooperative Education's advertising campaign.) (MN)

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KALAMAZOO COLLEGE

MARKETING COLLEGE AND UNIVERSITY COOPERATIVE EDUCATION PROGRAMS

Prepared by

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December 1988

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Introduction

Cooperative education is an educational method which combines classroom study with periods of paid, career related work. Students in cooperative education programs alternate between periods of study in their colleges and universities with periods of employment in business, government, and non-profit organizations. It is called "Cooperative Education" because it is offered through the cooperation of educational institutions and employers working together to create this educational experience. This educational method is noted for many benefits, among them are the following:

For Students Co-op Education provides an opportunity :

- to apply classroom concepts to real world work situations.
- to test and confirm choices of academic major.
- to learn important job search skills such as resume writing and interviewing techniques.
- to explore career choices.
- to gain career related work experience which may give them a competitive edge in the job market or graduate school following graduation.
- to earn money to apply toward their educational expenses.

For Employers Co-op Education Provides:

- An effective human resources program.
- A method to improve the personnel selection process by using on-the-job performance to make permanent hiring decisions.
- An effective HRD Program for training future full-time employees.
- A method of finding motivated employees for short term work assignments.
- A method to generate release time for co-op supervisors.
- A method to establish and enhance relationships between employer organizations and colleges.

For Higher Education Institutions Co-op Provides:

- A recruiting tool to attract potential students.
- A method to help students make their education affordable.
- A method to establish linkages and rapport with employers for financial support, employment of graduates, and the opportunity for research and consulting relationships.
- A method to enhance the on-campus course offerings because students have real world experiences to contribute class activity following their work experiences.

Resistance to Marketing in Higher Education

Traditionally the thought of "marketing" in any form in a college or university was considered a taboo activity. This came about for several reasons.

First, historically, educators have had little reason to apply marketing practices to recruiting or operating efforts. As a result of booming enrollments during the mid-nineteen sixties, marketing activities were often viewed as unnecessary.[1]

According to Walz, higher education career professionals resist the development of an organized marketing program for three reasons: "(1) they adjudge marketing to smack of crass commercialism and to be inappropriate; (2) perceive marketing as unnecessary - "if we do our job well, we won't need to market our services; our reputation for quality will spread"; (3) they hold a view that marketing is O.K. and is probably necessary, but optimistic expectations of what it can do are seldom, if ever, realized in actual practice so it isn't worth any major effort."[2]

The arguments Walz makes for resistance to marketing by higher education professionals are common themes in the literature. Many people mistakenly view marketing solely as "selling". Selling is an activity that is designed to make a consumer want what a educational institution has to offer. Inherent in the "selling" concept is persuasion.

In contrast to this narrow promotional concept, marketing in higher education can viewed this way," Marketing is a central activity of modern institutions , growing out of their quest to effectively serve some area of human need. To survive and succeed, institutions must know their markets; attract sufficient resources; convert these resources into appropriate programs, services, and ideas; and effectively distribute them to various consuming publics." [3]

Higher education institutions operate in a market system. Students have a tremendous array of choices for their educational purchases. Not only among different institutions, but within institutions once a college choice has been made.

Lamb feels this way,"understanding and practicing the concept of marketing is an idea whose time has arrived in higher education. A through utilization of the marketing function by higher education administrators will also enable their institutions to better help the communities in which they serve." [4]

A Definition of Marketing

For the purposes of this paper marketing will be defined as *gathering and assessing information on customer needs, planning and executing activities designed to bring about an awareness of program and service offerings.*

Marketing involves designing programs to meet customer needs (students and employers) through the use of effective pricing, communication, and distribution to inform and serve customers.

Kotler and Fox go beyond this definition and suggest that higher education institutions need to develop a "marketing orientation." This is defined as follows,"a marketing orientation holds that the main task of the institution is to determine the needs and wants of target markets and to satisfy them through the design, communication, pricing , and delivery of appropriate and competitively viable programs and services."[5]

A Sink or Swim Case For Marketing College and University Cooperative Education Programs

Walz sees the case for marketing higher education career services in this light, "We are born into and live and die in a world where marketing is omnipresent. As such, people of all ages develop a mind-set or expectation that a producer of a service will communicate the virtues and advantages of that product or service." [6]

Todays students have a tremendous array of choices of which institutions to attend , as well as which programs to become involved in after their college selection has been made. Students as consumers expect colleges and universities to be able to effectively communicate how their services are different from competitors offering similar services. Cooperative education programs must understand student and employer needs in order to effectively design, communicate and deliver services that are worthwhile. This is the nature of marketing.

A failure to be in touch with customer needs, the services competitors are offering, and methods to communicate ones role in the world are a sure fire recipe for failure. A cooperative education coordinator at Northeastern University assessed the situation in this way, " In a competitive marketplace, failure to understand one's markets will certainly lead to one's demise. How long could IBM expect to retain their strategic position without continually assessing their own capabilities and their customers' concerns and needs? The answer is obvious and IBM's competitors are hoping for such an event.

Although higher education is not in the market of producing typewriters, word processors or computers, we are in the market of providing the human resources that enable companies to produce such hardware. Just as corporations understand themselves and their markets, while continually planning for the future, so should higher education." [7]

Cooperative education programs have a variety of internal and external "publics" that need to be served. In using Kotler's "marketing orientation" attention should be paid to the needs of these publics. A quick review of these primary audiences and their relationship to cooperative education is as follows:

Internal Publics

Students - As primary participants students are a key target audience for those marketing a co-op program.

Faculty - Since a co-op program interrupts the sequencing of on-campus course offerings, faculty are another important audience for those marketing a co-op program. The role of the faculty is also vital to insuring the academic integrity of the educational experiences students have while on co-op work assignments.

Administrators - Administrators usually are responsible for financial resource allocations at most institutions. It is vital that administrators understand and can support co-op as an instructional strategy for this reason.

External Publics

Employers - Employers are one of the primary external publics that a co-op program must serve. Without employer participation the program could not operate. Therefore, a co-op program must meet employer needs in order to win and retain their participation.

Potential Students - New students are the life blood of any college or university. Being aware of the changing demographics of potential students and their needs continues to be a major challenge facing all of higher education.

Parents - Parents are an important audience for cooperative education programs. Particularly since many parents are concerned with financing their children's educations, because of this cooperative education programs must be aware of their needs.

Product Life Cycles

A central theme in marketing is the concept that products have life stages or cycles that they progress through. Like humans there is a birth to death process that products, services, and institutions progress through. The life cycle approach in marketing has four identifiable stages.

(1) Introduction - the product, or in our case cooperative education program, is established. The major objective at this point is to create an awareness that the service exists. Beyond building awareness is the goal of creating interest in the service, and creating demand .

(2) Growth - Customer acceptance takes hold. The marketing orientation in this stage moves from creating awareness to product differentiation. As demand grows traditionally so does the competition. At this stage marketing activities must show how the service is different and better than competing services.

(3) Maturity - As the name of the stage implies growth in the number of customers begins to level off in this stage. Efforts to differentiate products and services continue. At this point the goal of marketing begins to look at modifications to service or product offerings to finds new customers.

(4) Decline - At this stage customer use of the service of a product has dropped off. Key decisions must be made whether to continue to offer the service to a shrinking pool of customers. Ultimately the decision of whether or not to continue the service must be made.

In assessing what marketing strategies are appropriate for a cooperative education program a determination must be made as to which cycle the program is in, in order to effectively plan, and implement appropriate marketing activities.

Marketing Research

As stated earlier, central to the concept of marketing is determining customer needs. In this process the individual must know what stage of the life cycle their program is in and then to research customer needs and develop a realistic response. In this case, one form of marketing research would be to survey employers in businesses in the geographic area your co-op program serves to determine what academic majors they need for co-op employment.

Another common form of research would be to survey students planning to enroll in the co-op program to find out what types of employment they are hoping to secure.

Part of the research effort would include determining if your program has competition. Other colleges in the region you serve may also be working to place co-op students with the same employers. On campus other academic programs may be competing for the same students to enroll in other equally interesting off-campus programs or on-campus programs that would preclude being able to leave campus for a work experience.

Formulating Marketing Strategy

Once the needs of customers have been determined a planning effort is recommended in order to formulate a marketing strategy. With customer needs established a review of several key items is required.

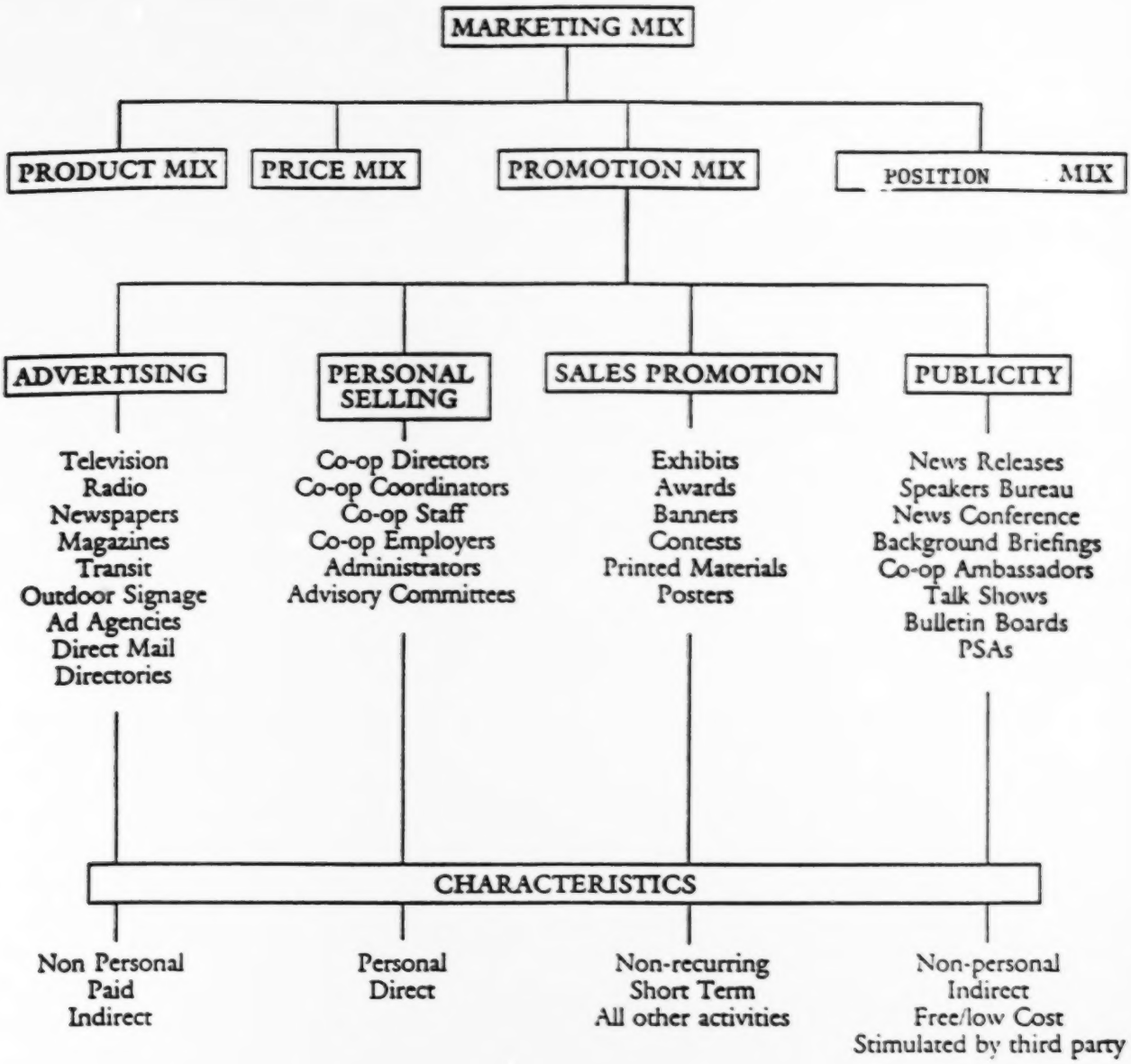
First, an assessment of available resources. Resources meaning staff to carry out programs and offer services, money to conduct program activities, skills of staff at the institution, talents of students etc.

Secondly, development of goals and objectives for the marketing effort. Goals should be developed to be consistent with the mission of the organization. For example, a co-op program in a liberal arts college would likely face both internal and external problems if it tried to place students into work situations as auto mechanics. There is nothing wrong with being an auto mechanic, however, it is inconsistent with the goals of the liberal arts education. Once goals have been established objectives that support larger goals should also be developed.

Developing a Marketing Plan

A marketing plan should be the logical outcome of the prior steps of research, resource availability, and goal setting. The marketing plan should create a working document of what activities will be conducted, by which staff, at what costs, to achieve marketing goals. The marketing plan also establishes a working document from which to objectively evaluate the success of activities and the marketing effort as a whole.

Central to the marketing plan is what is referred to as the marketing mix. The marketing mix contains four basic components:(1) Product or services that you will offer; (2) Price - price may be actual cost of a program, but it can also be the amount of time involved, the convenience or lack of convenience of a product or service; (3) Position - The niche you have established for your services; (4) Promotion - activities of implementing a marketing campaign are apart of the promotion mix after product, price, and position have been established.



Adapted From
Source: Public Relations: Making It Work For Co-op Education

For copies, write to:
National Commission for Cooperative Education
501 Stearns
360 Huntington Ave.
Boston, MA 02115

A partial list of activities that may make up the promotion mix for marketing a cooperative education program is illustrated on the following diagram. [8] A brief description of these activities is as follows:

Direct mail - Direct mail is a widely used communication method to reach specific audiences with a written promotional piece sent through the mail. This can be an effective method of reaching students and employers.

Telemarketing - As the name implies, telemarketing is communicating with specific audiences via the telephone. Telemarketing can be a useful tool in gathering market research, as well as promoting a product or service.

Advertising - is a promotional method that can take anyone of a number of forms. Television, radio, print publications such as newspapers and magazines, outdoor sign, transit advertising, etc. In any form this is essentially a message of persuasion.

Personal Selling - face to face contact with customers to discuss and promote your product or service.

Sales Promotion - Brochures, newsletters, exhibits, posters, banners, Christmas and holiday cards, annual reports, book marks, bumper stickers, t-shirts, and buttons are all examples of sales promotion.

A well planned, and appropriately developed promotion campaign if fitted into an overall marketing plan can help a cooperative education program to effectively reach, communicate with and serve their customers.

Evaluation and Record Keeping Systems

A vital step in the overall marketing process is evaluation of results. Periodic evaluation is essential in determining the success of any marketing effort, as well as providing vital information to determine whether customer needs are being met by product and service offerings.

Instrumental in the evaluation process is an effective record keeping system. A good record keeping system is essential to any marketing effort.

Categories of information that is typically kept track of includes:
Student data- For example, the number of students registered, number of students placed in co-op jobs, majors of students in the program, increases in student participation from one year to the next, total student earnings for the year, average hourly earnings, and numbers of minority students participating in the program.

Employer Data- The number of employers participating in your co-op program, the number of co-op positions listed, the geographic locations where jobs where offered, number of students offered full-time jobs after graduation, etc.

Performance Appraisals - keep appraisals as a method to determine employer satisfaction and student performance on the job.

Participant Evaluations - Asks students and employers to complete user surveys on a periodic basis to get candid feedback on the usefulness of services, and gather suggestions for service improvements, and new services they would like to see offered.

Monitor Results - count the number of responses to mailings, or advertising efforts, the number of articles in the newspaper, etc.

Evaluation and record keeping activities can play a vital role in the marketing effort. Evaluation keeps a program director in touch with the needs of his/her customers. Record keeping systems are an ideal method to provide tangible data for creating convincing promotional pieces because they contain good figures and solid assessments of the outcomes of your program.

A National Resource: The Ad Council's Public Service Advertising Campaign to Promote Cooperative Education

The Ad council is a private, nonprofit organization in New York City that conducts nationwide public service advertising campaigns, such as those featuring "Smokey the Bear" and " McGruff the Crime Dog" and " The United Negro College Fund". The Advertising Industry, media , and businesses volunteer their expertise, media time and space for radio, television, newspapers, consumer magazines, mass transit, billboards, direct mail items, business press, and company publications for such campaigns.

"Recognizing the need for more public awareness of co-op Education, The National Commission For Cooperative Education sought the attention and support of the Advertising Council, Inc."[9]

"Valued at more than $30 Million of advertising exposure per year, the cooperative education campaign was released in late 1985. It was expected to reach almost everyone in the United states but was aimed especially at the 37 million youths between the ages of sixteen and twenty-four, parents, and 4.5 million employers." [10]

National Commission For Cooperative Education reports indicated that for the years 1986 and 1987 estimated $90 Million of the advertising time and space was donated by the nation's media to the co-op campaign.[11]

The central theme of the campaign used the slogan **"You earn a future when you earn a degree"**. The campaign used video spots for airing on national and local television stations, cassette tapes of radio spots, and camera ready print ads for use in all forms of print media. Copies of the print ads from the campaign are included in the appendix. Also included are the story boards of two of the video pieces that were developed for television.

Outcomes of the campaign were to motivate the listener, reader, viewer to write to Box 999 in Boston, Massachusetts for a copy of a booklet describing cooperative education and a directory of undergraduate institutions that offer cooperative education programs throughout the United States.

While these booklets, and the campaign itself are not targeted solely to any particular institutiton of higher education, it has been and continues to be a national resource in marketing cooperative education at the postsecondary level.

Concluding Thoughts

As Walz expressed in a recent marketing journal article, "Contrary to general impression, marketing cannot make a success of a poor product or service. ...Marketing functions best in situations where it is used to better inform people of the desirability of a superior product or service. It can work well to help distinguish one product or service from an array of other attractive choices, to make it stand out in the user's eye."[12]

Therefore, cooperative education program staffs that apply a marketing orientation to the operation of their programs will, in the long run, serve students and employers more effectively, and provide a greater service to all concerned.

Endnotes

[1] Samuel H. Lamb "Defining The Business Marketing Strategy For Higher Education Recruitment Planning," The Journal of Cooperative Education, 15: 30-34, Spring, 1979.

[2] Garry R. Walz, " The placement Professional As Marketeer," Journal of Career Planning & Employment, Fall, 1988, 38-43.

[3] Philip Kotler and Karen Fox. Strategic Marketing For Educational Institutions. Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

[4] Samuel H. Lamb "Defining The Business Marketing Strategy For Higher Education Recruitment Planning," The Journal of Cooperative Education, 15: 30-34, Spring, 1979.

[5] Philip Kotler and Karen Fox. Strategic Marketing For Educational Institutions. Englewood Cliffs, New Jersey: Prentice-Hall, 1985.

[6] Garry R. Walz, " The placement Professional As Marketeer," Journal of Career Planning & Employment, Fall, 1988, 38-43.

[7] Patrick F. Todd, " Strategic Planning And Cooperative Education: A Review," The Journal of Cooperative Education, 21: 11-16, Fall, 1984.

[8] Valerie Brooks, " The 45 Best Ideas for Promoting Co-op," (paper presented at the Twenty-fifth Anniversary Conference of the Cooperative Education Association, Cincinati, OH, March 1988).

[9] Roy L. Wooldridge, " Factors Influencing Growth and Expansion," Cooperative Education In A New Era, Kenneth G. Ryder, James W. Wilson , and Associates. (San Francisco: Jossey-Bass, 1987), pp. 25.

[10] Roy L. Wooldridge, " Factors Influencing Growth and Expansion," Cooperative Education In A New Era, Kenneth G. Ryder, James W. Wilson , and Associates. (San Francisco: Jossey-Bass, 1987), pp. 26.

[11] Letter from Mr. Patrick F. Todd, Vice President of The National Commission For Cooperative Education, July 6, 1988.

[12] Garry R. Walz, " The placement Professional As Marketeer," Journal of Career Planning & Employment, (Fall, 1988), 39.

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APPENDIX

HOW DO YOU GET A JOB WITHOUT EXPERIENCE? AND HOW DO YOU GET EXPERIENCE WITHOUT A JOB?

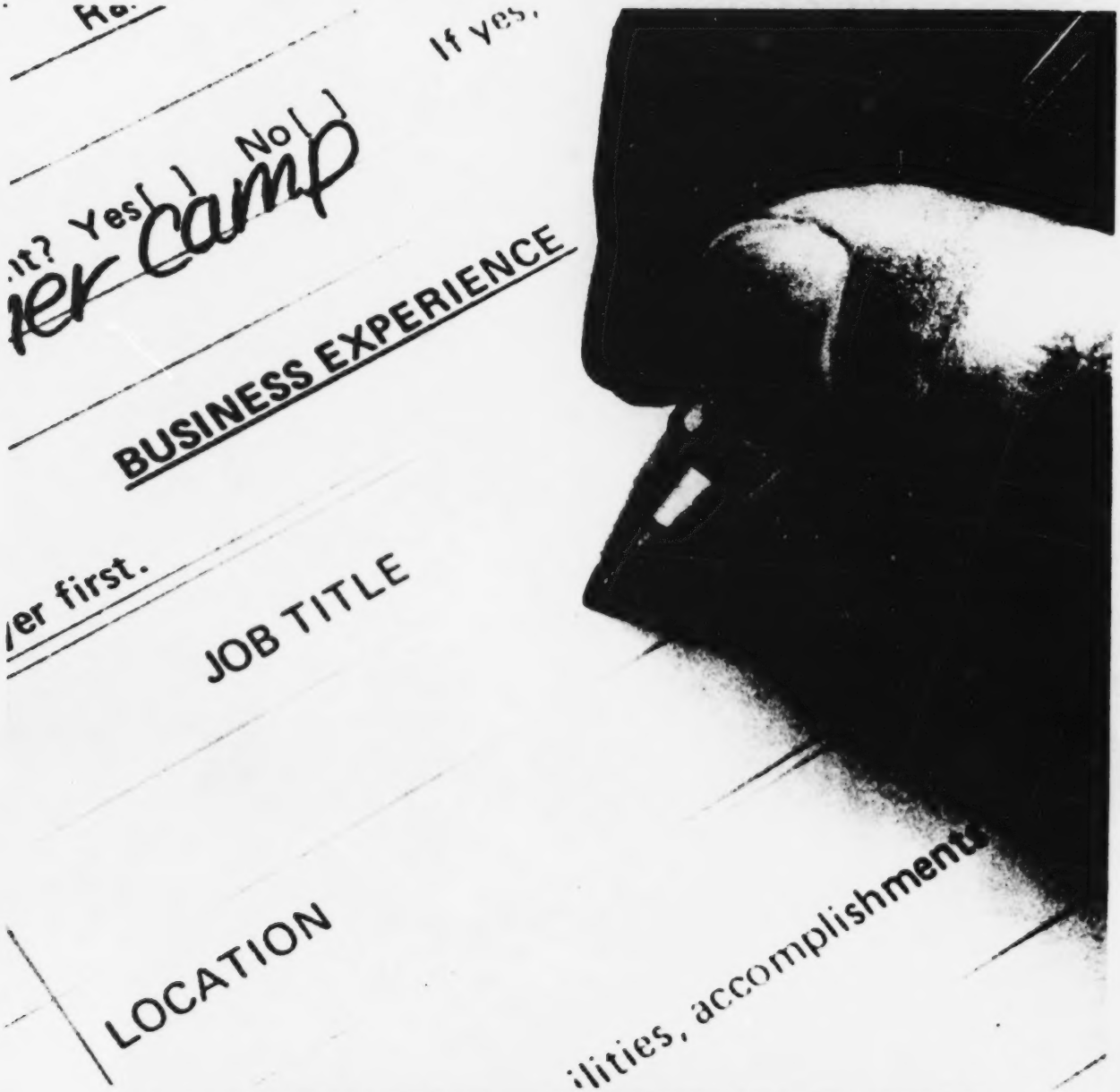
One answer is Cooperative Education. A nationwide program that helps college students get real jobs for real pay, while they're getting an education.

Write Co-op Education, P.O. Box 999, Boston, MA 02115 for some answers to how to pay your way through college. And afterwards.

Co-op Education.

You earn a future when you earn a degree.

Ad Council



A QUESTION EVEN STRAIGHT "A" STUDENTS FIND TOUGH TO ANSWER.

You're probably going to need help filling in some of the blanks about your future.

That's why there's Cooperative Education. A nationwide program that helps college students get real jobs for real pay, while they're getting an education.

Write Co-op Education, Box 999, Boston, MA 02115 for some answers to how to pay your way through college. And afterwards.

Co-op Education.

You earn a future when you earn a degree.

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THIS KID IS AFTER YOUR JOB.

There's no stopping him.

The rising costs of a college education certainly didn't. Neither did the cuts in financial aid.

He's part of a nationwide program called Cooperative Education. It allows students to alternate studies at the college of their choice with paid, practical work experience in the field of their choice.

The Co-op Education program not only gives students a chance to earn money and pick up the most valuable kind of knowledge, it gives employers a chance to pick up the most valuable kind of employee.

If you'd like more information about how your company can participate in the Co-op Education program, write to us at the address below. You already know this much: Anyone in the program has to be dedicated, ambitious, self-reliant and hard-working. A lot like you.

Co-op Education.

You earn a future when you earn a degree.

Write: Co-op Education • P.O. Box 775E • Boston, MA 02115

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COOPERATIVE EDUCATION CAMPAIGN
BUSINESS PRESS AD NO. CE-2230-87—7" x 10" (110 Screen)
Volunteer Agency: Saatchi & Saatchi Compton Adv. Inc., Volunteer Coordinator: Allan F. Paro, American Bankers Assn.

BP-3-87

HOW GENERAL MOTORS IMPROVES ITS TOP END PERFORMANCE.

One of General Motors' most important suppliers doesn't make parts. It makes leaders.

Over the past 19 years all three General Motors Presidents have come from the ranks of a college program called Co-operative Education.

It's a nationwide program that allows students to alternate studies at the college of their choice with paid, practical work experience in the field of their choice.

For students, Co-op Education is a chance to pick up the most valuable kind of knowledge. For employers, it's a chance to pick up the most valuable kind of student. If you'd like some information on how your company can participate in Co-op Education, write to us at the address below. Who knows, you may end up hiring a future company president. It wouldn't be the first time.

Co-op Education

You earn a future when you earn a degree.

For a free booklet write: Co-op Education • P.O. Box 999 • Boston, MA 02115

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COOPERATIVE EDUCATION CAMPAIGN **BP-6-86**
BUSINESS PRESS AD NO. CE-2021-85—7" x 10" (110 Screen)
Volunteer Agency: Della Femina, Travisano & Partners Calif., Inc., Volunteer Coordinator: Allan F. Paro, American Bankers Assn.

THIS YEAR'S REQUIRED READING FOR 1,000,000 COLLEGE GRADUATES

Welcome to Real World 101.

You'd be surprised how many college students go from highlighting textbooks to highlighting the classifieds. The fact is, a staggering number of graduates are unable to secure a career in their field of study.

That's why there's a nationwide program for college students called Cooperative Education. It allows students to alternate studies at the college of their choice with paid, practical work experience in the career of their choice. So Co-op Education students graduate with more than a degree. They have practical knowledge. And a competitive advantage in a crowded job market.

If you're a student, you should seriously consider the Co-op Education Program.

Because after years of studying in college, the last thing you need is another reading assignment.

Co-op Education

You earn a future when you earn a degree.

Ad Council **For a free booklet write:** Co-op Education • P.O. Box 999 • Boston, MA 02115

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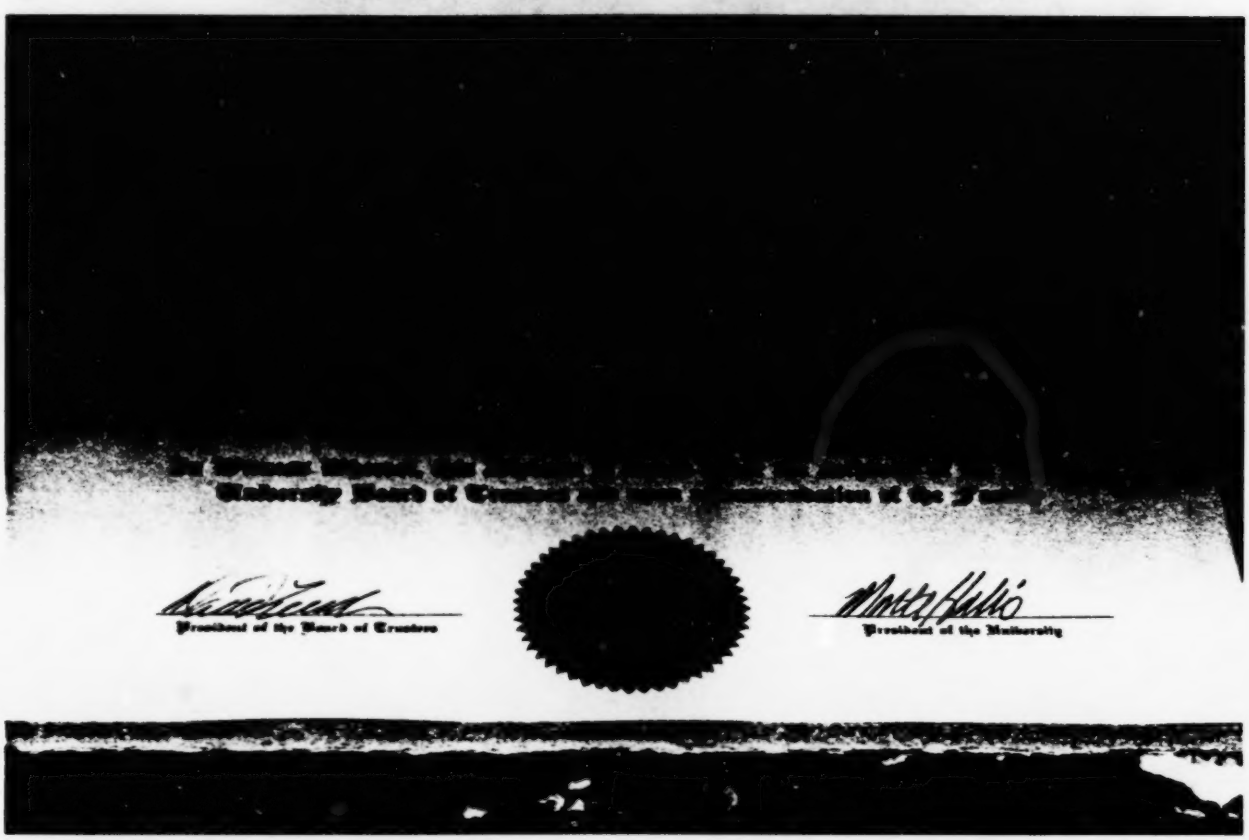
IN TODAY'S JOB MARKET EMPLOYERS WANT MORE THAN THE SAME OLD B.S.



Every year, over a million new college graduates put on their new blue suits and go job hunting.

All of them have degrees. Most of them have hearty handshakes. But very few have what employers want most — practical work experience.

That's why there's a nationwide program called Cooperative Education. It allows students to alternate studies at the college of their choice with paid, practical work experience in the career of their choice.

So Co-op Education students graduate with more than a degree. They have practical knowledge. And a competitive advantage in today's crowded job market. And that sure beats trying to B.S. your way into a job.

Co-op Education

You earn a future when you earn a degree.

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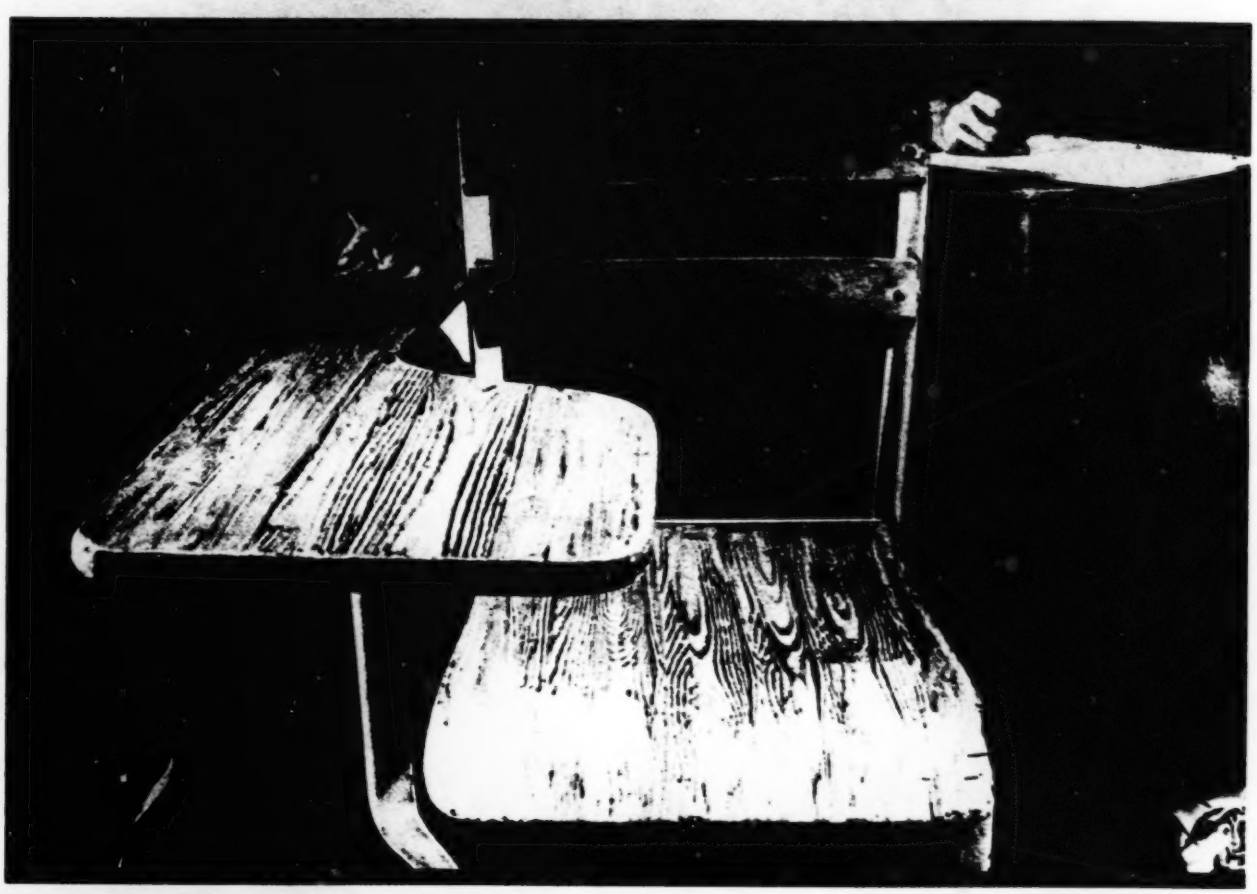
COOPERATIVE EDUCATION CAMPAIGN
MAGAZINE AD NO. CE-2008-85—7" x 10" (110 Screen) CM-13-85
Volunteer Agency: Della Femina, Travisano & Partners Calif., Inc., Volunteer Coordinator: Allan F. Paro, American Bankers Assn.

NOTHING IMPRESSES AN EMPLOYER LIKE DROPPING OUT OF SCHOOL EVERY ONCE IN A WHILE.



After several years of intense study, a lot of college graduates finally learn something. They're not qualified for the job they want.

Fact is, many graduates never find a career in their field of study. All their time spent in study. Not enough time in the field.

That's why there's a nationwide program for college students called Cooperative Education. It allows students to alternate studies at the college of their choice with paid, practical work experience in the career of their choice.

To participate in Co-op Education you don't need to fit into any particular socio-economic group. You don't need to be a straight "A" student either.

All you really need to be, is smart enough to leave school.

Co·op Education

You earn a future when you earn a degree.

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MAGAZINE AD NO. CE-2278-85—7" × 10" (110 Screen)

CM-8-85

National Commission for Cooperative Education

"I'm Different"

Please discontinue use Sept 24, 1987.

30 Seconds

ANNCR: (VO) When you graduate from college, what will you be able to offer an employer?

APPLICANTS: I like working with people. I really like working with people.

I really like people.

I'm a people person.

I'm eager.

I'm eager.

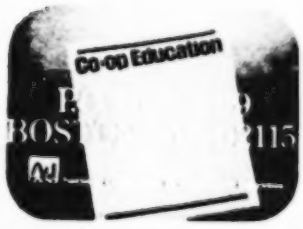
Eager. I think I'm eager.

And I was president of Phi...

ANNCR: (VO) Offer an employer something meaningful: practical work experience.

A nationwide college program called Co-op Education can give you that competitive edge.

APPLICANT: And I'd even relocate.



ANNCR: (VO) Write Co-op Education. It's the experience you need for the job you want.

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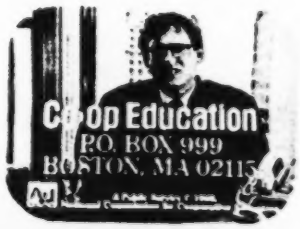
10 Seconds

ANNCR: (VO) What can you offer an employer, besides a college degree?

APPLICANT: Unnh...



ANNCR: (VO) Co-op Education. It's the experience you need for the job you want.

Volunteer Advertising Agency: Della Femina, Travisano & Partners of Calif. Inc.

Volunteer Coordinator: Allan F. Paro, Advertising Manager, American Bankers Association

CNCE-5130/5110

Ad Council

1085

National Commission for Cooperative Education

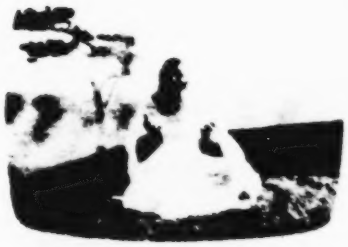
"Wise Man"

Please discontinue **August 12,1988.**

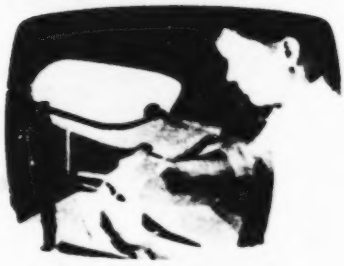
30 Seconds

WISE MAN: A perplexing problem has puzzled young people since the beginning of time.

How to get a job without experience?



And how to get experience without a job?



ANNCR (VO): The answer is Cooperative Education.

A nationwide program that lets college students work at real jobs for real pay, while they're getting an education.

WISE MAN: I knew that.

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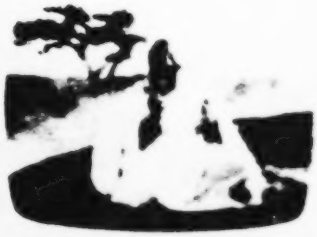
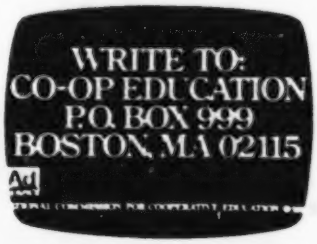
15 Seconds



WISE MAN: A perplexing problem has puzzled young people since the beginning of time.

How to get a job without experience? And how to get experience without a job?



ANNCR (VO): The answer is Cooperative Education.

WISE MAN: I knew that.

Volunteer Advertising Agency: Saatchi & Saatchi DFS Compton.
Volunteer Coordinator: Allan F. Paro, Director-Advertising/Marketing, American Bankers Association.

CNCE -7130/7115

Ad Council 1087